

AGENDA OF THE REGULAR OPEN MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION

Tuesday, March 10, 2026

6:00 pm

School Board Office (In-person & Via Zoom)

811 Ontario Street, New Westminster

The New Westminster School District recognizes and acknowledges the Qayqayt First Nation, as well as all Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play and we do our work.

| | | Pages |
|--|---|--------------|
| 1. | <u>ADOPTION OF THE AGENDA</u> | 6:00 PM |
| <p>Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda for the Regular School Board meeting.</p> | | |
| 2. | <u>APPROVAL OF THE MINUTES</u> | 6:05 PM |
| a. | Minutes from the Open Meetings held: | |
| 1. | February 24, 2026 Regular Meeting | 4 |
| <p>Recommendation: THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the February 24, 2026 Regular School Board Meeting.</p> | | |
| b. | Business Arising from the Minutes | |
| 3. | <u>BUDGET PRESENTATIONS</u> | 6:10 PM |
| a. | 2026-2027 Preliminary Budget Partner Presentations | |
| 1. | District Parent Advisory Council Chair (L. Kwong) | 13 |
| 2. | New Westminster Teachers' Union President (D. Schelp) | |
| 3. | CUPE 409, President (K. Andrews) | 21 |
| 4. | NWPVPA, President (K. Millard) (Verbal) | |

4. DELEGATIONS 6:35 PM

- a. Community concerns regarding the proposed Police Partnership Program (Mark Gifford)

5. CORRESPONDENCE

Nil.

6. BOARD COMMITTEE REPORTS

No Committee Meeting to Report

7. REPORTS FROM SENIOR MANAGEMENT

- a. Superintendent Update (M. Davidson) (Verbal) 6:45 PM
- b. Policy 28 Police Partnership Program 6:55 PM 33

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster):

1. Approve Policy 28: Police Partnership Program; and
2. Direct the Superintendent to engage with students, staff, and families of marginalized communities impacted by policing in schools, as referenced by the B.C. Human Rights Commissioner's November 2022 letter, and present final drafts of the Administrative Procedures and MoU at the April 28 board meeting.

- c. 2026-2027 Budget Survey Results (B. Ketcham) 7:25 PM 38
- d. 2026-2027 District Calendar Approval (G. Lawlor) 7:35 PM 47

Recommendation:

THAT the Board of Education of School District No. 40 (New Westminster) approve the 2026-27 District Calendar as presented.

- e. Human Resources Update - Absence Replacement (J. Boutilier) 7:40 PM 49
- f. Operations Report (B.Ketcham) (For Information) 7:45 PM 50

8. OLD BUSINESS

Nil.

9. NEW BUSINESS

- a. Chair Report (Chair Sluis) (Verbal) 7:45 PM

- | | | |
|-----|---|---------|
| 10. | <u>TRUSTEE REPORTS (Verbral)</u> | 7:55 PM |
| 11. | <u>QUESTION PERIOD (15 Minutes)</u> <i>Questions to the Chair on matters that arose during the meeting.</i> | 8:05 PM |
| 12. | <u>NOTICE OF MEETINGS</u> Tuesday, April 28, 2026: Open Board Meeting - 6:00 p.m. (SBO & Via Zoom) | 8:20 PM |
| 13. | <u>REPORTING OUT FROM IN-CAMERA BOARD MEETING</u> | 8:20 PM |
| | a. Record of the February 24, 2026 In-Camera Meeting | 52 |
| 14. | <u>ADJOURNMENT</u> | 8:20 PM |

**MINUTES OF THE REGULAR OPEN BOARD MEETING
OF THE NEW WESTMINSTER BOARD OF EDUCATION**

**Tuesday, February 24, 2026, 6:00 PM
In-Person and Via Zoom Link**

| | | |
|---------|---|--|
| PRESENT | Cheryl Sluis, Chair Danielle Connelly, Vice-Chair Elliott Slinn, Trustee (Online) Kathleen Carlsen, Trustee Marc Andres, Trustee Maya Russell, Trustee | Mark Davidson, Superintendent Geraldine Lawlor, Associate Superintendent Bettina Ketcham, Secretary-Treasurer Robert Weston, Executive Director, HR Kylie Walsh, Recording Secretary Jenny Richter, Director of Instruction, Leadership and Learning Sanj Johal, District Principal of Indigenous Education and Equity Miriam Schellenberg, District Principal – Inclusive Education Rick Bloudell, Manager of Community Projects and Partnerships |
| REGRETS | Darryl Schelp, NWTU President Karrie Andrews; President CUPE 409 | <i>Members of the Public</i> Laura Kwong, DPAC Chair |

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1. ADOPTION OF THE AGENDA

The Chair called the meeting to order at 6:02 p.m.

The Chair called for a moment of silence to acknowledge the Tumbler Ridger tragedy.

Amendment the agenda to remove item 7. Reports from Senior Management d. 2026-27 District Calendar Approval. Associate Superintendent Lawlor is conducting community responses, this will be brought forward to the March 10, 2026, Regular Board meeting for approval.

**2024-108
Moved and Seconded**

THAT the Board of Education of School District No. 40 (New Westminster) adopt the agenda as amended for the February 24, 2026, Regular School Board meeting.

CARRIED UNANIMOUSLY

2. MINUTES FOR APPROVAL

a. Minutes from the Open meeting held:

January 27, 2026, Regular School Board Meeting.

2024-109

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the December 16, 2025, Regular School Board Meeting.

CARRIED UNANIMOUSLY

- b. Business Arising from the Minutes.
Nil.

3. DISTRICT PRESENTATIONS

- a. Grad and Transition Rates (J. Richter & S. Johal).

Richter, Director of Instruction – Leadership and Learning and Johal, District Principal – Indigenous Education and Equity outlined how district strategic priorities, ministry data, and findings from the Enhanced Student Learning Report are being used to guide district-wide collaboration to improve graduation outcomes and student transitions. The data shows strong transitions from grades 10 to 11 and 11 to 12, and steady completion rates with recent improvement while also indicating ongoing equity gaps for Indigenous learners, students in care, and diverse learners. Work underway includes early literacy interventions, increased student-voice opportunities, attendance and graduation monitoring, and expanded transition supports such as school visits, community events, and post-secondary planning sessions. The presentation concluded with an emphasis on ensuring equitable access to meaningful graduation outcomes for all students.

Trustees asked with regards to equity gaps and student belonging which age groups were of greatest concern, and it was explained that different priority populations have varying needs, with some requiring literacy support and others social-emotional supports, and that strengthening early interventions is intended to support students through to Grade 12.

Trustees suggested a plan for robust tracking of the students who may remain in Grade 6 at the elementary level, noting interest in understanding how this option may affect their transitions over time and how the information could inform future decisions.

Trustees expressed appreciation for alignment of early literacy and numeracy work, enhanced teaching resources and early intervention that connect student success to the Strategic Plan.

Trustees expressed concern about the ongoing equity gap compared with provincial results and the more academic focus. It was explained that the examples provided reflect only part of the broader work underway, which includes academic, social-emotional, mental health, and community-based supports, all of which are interconnected and part of ongoing district efforts highlighted in other reports.

To view the Presentation agenda segment, refer to video recording at 6:04 p.m.

4. **DELEGATIONS**

a. BASES Donation (R. Bloudell)

Bloudell introduced Peggy Woodruff, President of BASES who provided an overview of BASES' work noting that the organization's primary goal is to support youth development through after-school activities and that proceeds from its thrift store fund these initiatives. BASES now operates in New Westminster. BASES asked the district to help spread the word within the school community by encouraging a steady supply of donated goods, additional volunteers, and continued support for the thrift store.

Trustees expressed appreciation for BASES' substantial past contributions and for the store now operating locally, noting the value of allowing the district and schools to set their own priorities. Trustees also commented on the volunteer opportunities available for students from Columbia Square and NWSS and reiterated the request to help advertise the need for donations

To view the Delegations agenda segment, refer to video recording at 6:20 p.m.

5. **CORRESPONDENCE**

- a. Queensborough School Bus Funding Letter to Minister Beare
b. Funding and Bill-19 Regulations Letter to Minister Beare

It was stated that one trustee had contacted the local MLA earlier in the day but had not yet received a reply, while Secretary-Treasurer reported receiving a confirmation that a letter to the Board is currently being drafted and can be expected shortly. Trustees indicated that next steps will be discussed once the anticipated letter is received, and the Superintendent noted that partners at the City have been supporting the district in Victoria.

6. **BOARD COMMITTEE REPORTS**

- a. Coordinating Committee – February 5, 2026
1. Comments for the Committee Chair, M. Davidson
2. Approval of the February 5, 2026, Coordinating Committee Minutes

2024-110

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the minutes as distributed for the February 5, 2026, Coordinating Committee Meeting.

CARRIED UNANIMOUSLY

7. **REPORTS FROM SENIOR MANAGEMENT**

- a. Superintendent Update (M. Davidson)

The Superintendent reported that following the recent tragic events in Tumbler Ridge, the district is re-examining its emergency preparedness work and has entered into an agreement with Hour Zero to audit all district buildings and review both school-level and district-level emergency plans. The review will include physical site assessments and recommendations for improvements. He noted confidence in the current plans and in the implementation of safety drills observed in schools, while acknowledging that the audit will strengthen existing practices. The audit process will begin in the coming weeks, continue through the summer, and be followed by training in the fall on expected modest adjustments to the plans, along with consideration of any needed physical changes to support their execution.

The Superintendent reported that seven candidates were interviewed for the principal pool, with four being selected to move forward, and thanked representatives from CUPE, the NWTU, and PAC for their valuable participation and feedback in the process.

The Superintendent reported on Black History Month activities across the district, noting that schools have shared examples compiled by the District Principal of Indigenous Education and Equity.

The Superintendent reported participating in a Chamber of Commerce business breakfast focused on current and future workforce trends.

The Superintendent noted that Pink Shirt Day would be recognized the following day, Wednesday, February 25, and mentioned that numerous school activities were planned, including a basketball event he would be participating in, while highlighting that many related events were taking place throughout the city.

b. Inclusive Education Update (M. Schellenberg)

Schellenberg, District Principal - Inclusive Education reported this year's priorities focused on meaningful learning experiences, equitable access, and supported transitions. Highlighting robust learning opportunities at the CUPE Professional Development Day held on November 21 at NWSS, which included 34 sessions, over 40 presenters, and student volunteers.

Updates were provided on the emerging Secondary Literacy Network, newcomer ELL numeracy programming that has improved attendance, engagement, and confidence. She also provided updates on Accessibility Advisory Committee a partnership with the NWTU has provided temporary funding to allow a School Psychologist to offer supervised autism assessments,

ARC continues to offer accessibility-focused sessions for staff, and a partnership with Kinsight is supporting a Welcome to Kindergarten event for Tigrinya-speaking families.

Trustees asked how ASD assessments are being managed, and it was explained that school-based teams prioritize requests and the district team reviews all referrals. Schellenberg noted that while staff noted that 30 referrals were received, with an initial goal of ten assessments and hopes to complete at least five this year, and the Superintendent further acknowledged regional challenges in accessing qualified professionals. Trustees raised concerns about long provincial wait times and asked how financial pressures are affecting Inclusive Education's ability to grow; the Superintendent reported that the district spends significantly beyond allocated grants to support students without designations and

noted that grant increases have not kept pace with inflationary costs such as rising benefit expenses, and the Secretary-Treasurer added that budget flexibility is increasingly constrained further handcuffing districts from addressing more local priorities.

To view the Presentation agenda segment, refer to video recording at 6:45 p.m.

c. Community Schools and NLC Programs and School Nourishment Update (R. Bloudell)

Bloudell, Manager of Community Projects and Partnerships provided an update on the Fuel Up! He reported that updates have been made to the Lunch Lady online ordering platform, including new meal options and selections with reduced packaging, and that meals continue to be regularly tested with feedback shared to adjust offerings. A survey to families and staff will be issued in April, and the district remains in regular contact with other districts to monitor how their lunch programs are progressing under Feeding Futures funding.

Trustees asked how the additional \$136,000 in Federal funding was being used, and it was explained these funds help to increase distribution of gift cards to families in need and additional support for school breakfast programs

Bloudell reported that Out of School Time School Programming is on pace to reach 129 programs this year with extended services, extended hours and extended relationships. He acknowledged the support of school administrators in facilitating this growth and highlighted efforts to ensure programs reach students who may not otherwise participate in community activities.

Trustees asked how the out-of-school-time programs align with the middle school youth drop-in offerings, and it was explained that drop-in programs run on Mondays, Wednesdays, and Fridays at all three middle schools, so additional programming is scheduled on Tuesdays and Thursdays to avoid overlap.

Bloudell reported on neighborhood learning initiatives in the Welcome Centre. Welcome Centre programming has included conversation circles, leadership groups, life-skills and peer-support programs facilitated by MOSAIC, which has served 749 unique clients from April of last year to January of this year.

Trustees asked to see, at a later time, information on the community impact of this support, and inquired about SWIS program funding reductions; Bloudell clarified that MOSAIC has not experienced a reduction in funding because it relies on a different grant source.

The Wellness Center update from Bloudell outlined that the wellness team, comprising district staff and Fraser Health partners, continues to deliver district-wide health and education services. A New Westminster Youth Health Organizations and Resources guide was created for students, and the Wellness Center has expanded its on-site services to include Dan's Legacy and Child and Youth Mental Health . .

Trustees asked if we can get an update on a nurse practitioner for the Wellness Centre and if the Board could do anything to support advocacy work for the nurse practitioner. Bloudell indicated that as of June we no longer have the support of Fraser Health in supplying nurse practitioner hours. The Superintendent reported that Fraser Health is facing resourcing challenges and has emphasized concerns about establishing ongoing patient–nurse

practitioner relationships within a school setting. While no agreement has been finalized, discussions are progressing and potential options continue to be explored. The Board's role could be advocating for legislative changes that would allow greater flexibility in how nurse practitioners can work.

To view the Presentation agenda segment, refer to video recording at 7:07 p.m.

d. Approval of the 2026-26 Amended Budget (B. Ketcham)

Amy Grey, Assistant Secretary Treasurer presented the amended budget, highlighting a \$575,000 transfer to local capital for technology and maintenance.

The Secretary- Treasurer acknowledges the impact of inflationary costs on the operating budget and the ongoing advocacy by the district to address this funding gap. Slower enrollment growth next year will limit the district's ability to absorb unfunded inflationary costs, as the per-pupil rate does not keep pace with rising expenses such as benefits, and exempt-staff wage pressures. Districts across the province are increasingly relying on one-time reserves to balance budgets, which is becoming unsustainable and will require difficult decisions as those reserves are depleted.

To view the Presentation agenda segment, refer to video recording at 7:42 p.m.

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the amended adopt the three readings of the amended budget bylaw for fiscal year 2025/2026.

CARRIED UNANIMOUSLY

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve FIRST and Second reading of the amended budget bylaw for fiscal year 2025/2026.

CARRIED UNANIMOUSLY

Moved and Seconded

THAT the Board of Education of School District No. 40 (New Westminster) approve the THIRD reading, reconsideration and final adoption of the amended budget bylaw for fiscal year 2025/2026.

CARRIED UNANIMOUSLY

e. Review Police Partnership Program (M. Davidson)

The Superintendent summarized the process, to date, of negotiating the Police Partnership Program focusing on building a system of care and support for students and taking into account the recommendation of the human rights commission. It was determined that Board policy and accompanying procedures should first establish the values, expectations, and parameters that would guide any Memorandum of Understanding (MOU). On Friday

February 20, 2026 draft documents were released for community feedback, with responses continuing to be gathered. The feedback has been thoughtful. The Superintendent noted that administration will bring revised drafts to the Board on March 10th and emphasized that the MOU must reflect the finalized policy and procedures. He added that discussions with the Police Department are ongoing, grounded in shared goals of relationship-building, trauma-informed practice, emergency response collaboration, and non-enforcement-based roles reiterating that disciplinary responsibility remains solely with school staff. Trustees asked for clarification on Section 9 with regards to how improvements to the proposed structure would be identified and incorporated and the involvement of the Indigenous Education Council in the building of the document.

The Chair noted concern about managing community expectations regarding the scope of responsibilities outlined in section 4.1; particularly in areas such as prevention, education, relationship-building, supporting victims of crime, and referral pathways and questioned how limits to what can realistically be provided will be addressed if demand exceeds capacity.

The Superintendent replied that the documents are still evolving, with feedback continuing to be incorporated before and after March 10th and emphasized that the intent and measures of success will be refined through ongoing work with the advisory committee. He noted that twice-yearly reporting and regular advisory committee reviews will guide any future adjustments.

The Chair indicated that this was brought forward for information and will return with revisions as the process continues.

8. **OLD BUSINESS**

- a. Annual Trustee Remuneration Review (B. Ketcham)
- This was tabled at the last meeting. There is a motion on the table.

THAT the Board of Education of School District No. 40 (New Westminster) table the decision on applying the proposed 3.68% CPI-based increase to trustee stipends to a future open board meeting for further consideration.

Trustees proposed amending the increase from 3.68% to 3%, noting that after further reflection and discussion, the adjustment would help ensure the role of trustee remains accessible to a broad range of community members.

A trustee expressed hesitation due to the timing and broader context, noting that families are being asked to accept losses such as reduced Seamless Day childcare because of provincial funding decisions, and raised concern about approving governance-level increases.

Amendment

THAT the Board of Education of School District No. 40 (New Westminster) table the decision on applying the proposed 3% CPI-based increase to trustee stipends to a future open board meeting for further consideration.

**Moved and Seconded
Trustees Carlson and Andres opposed**

PASSED

7

9. **NEW BUSINESS**

a. Chair Report (Chair Sluis) (Verbal)

The Chair provided an update on the Queensborough bus rally alongside parents, students, and several elected officials, and that the event received media coverage. A follow-up letter to the Minister was also sent.

An update was given on the province-wide policy review process for Boards of Education, developed in collaboration with various partner groups and the Ministry. The work outlines a three-phase approach: reviewing and updating foundational policies, updating remaining policies, and establishing an ongoing review plan. With Board support, the Chair intends to reconnect with Dr. Jordan Tinney to discuss next steps in policy review and alignment with the new provincial direction.

The Chair called on the Secretary-Treasurer who participated in a Ministry of Education and Child Care technical briefing following the provincial budget which was parallel to a Trustee call to provide an update.

10. **TRUSTEE REPORTS**

Trustees provided highlights of the events they attended in February 2026

Trustee Russell reported attending PAC meetings at F.W. Howay and ConnaughtSpencer PAC meetings. At DPAC, she noted the number of consultations currently open and a shared resource to support teachers during Ramadan. She also reminded the Board that the Dry Grad pub night fundraiser will take place on Thursday, February 26.

Trustee Andres reported attending the Simcoe consultation and the February 20 Provincial Council meeting, noting that the BC School Trustees Association continued to advocate for increased funding to support districts.

Trustee Carlson attended the Simcoe consultation and shared that she has been cheering on the senior girls' and boys' basketball teams, congratulating the senior boys for advancing. She emphasized the importance of continued feedback and advocacy to ensure students receive the supports they need.

Trustee Connelly noted that she will attend the upcoming Black History Month event on Friday. She also reported that the NWSS PAC expressed gratitude for the communication sent out following the Tumbler Ridge tragedy.

Chair Sluis reminded the Board that the Budget Survey remains open until February 27th, the Police Partnership Policy survey closes March 3rd, and the Long-Range Facilities Survey closes March 13th. She extended thanks to staff for their work and response following the Tumbler Ridge tragedy and expressed appreciation to the City of New Westminster for facilitating a community vigil.

To view the Trustee Reports agenda segment, refer to video recording at 8:47 p.m.

11. **QUESTION PERIOD (15 Minutes)**

The public was given the opportunity to ask questions on matters that arose during the meeting with staff responding where appropriate. To view the full comment and question period, please refer to the meeting video at 8:56 p.m.

Laura Kwong DPAC Chair reported that membership has elected to form an Inclusive Education Committee to support neurodiverse students and expressed enthusiasm for the ASD assessment work and the upcoming Tigrinya-language Welcome to Kindergarten session. DPAC noted that Tweedsmuir families are seeking more information on Grade 6 retention, with clarification provided that FRMS and GMS will share video and online presentations before the April 1st deadline. Regarding the PPP review, DPAC will submit written feedback and asked whether groups such as the IEC, MOSAIC, and Spirit of the Children were involved. The Superintendent responded that they were not part of policy development to date but will have critical roles on the MOU advisory committee and in data collection. DPAC also expressed concern about the short engagement timeline and requested an extension, along with additional context about how the previous program operated and how the proposed approach differs. Finally, it was noted that the Tumbler Ridge PAC has launched an e-transfer option to support volunteer programs in their new spaces.

12. **NOTICE OF MEETINGS**

Tuesday, March 10, 2026; Regular School Board Meeting

13. **REPORTING OUT FROM IN-CAMERA BOARD MEETING**

Noting record of January 27th in camera meeting.

14. **ADJOURNMENT**

The meeting adjourned at 8:24 p.m.

Chair

Secretary-Treasurer

Budget 2026-2027

DPAC Input for SD40 Budget Planning



DPAC BUDGET PRINCIPLES

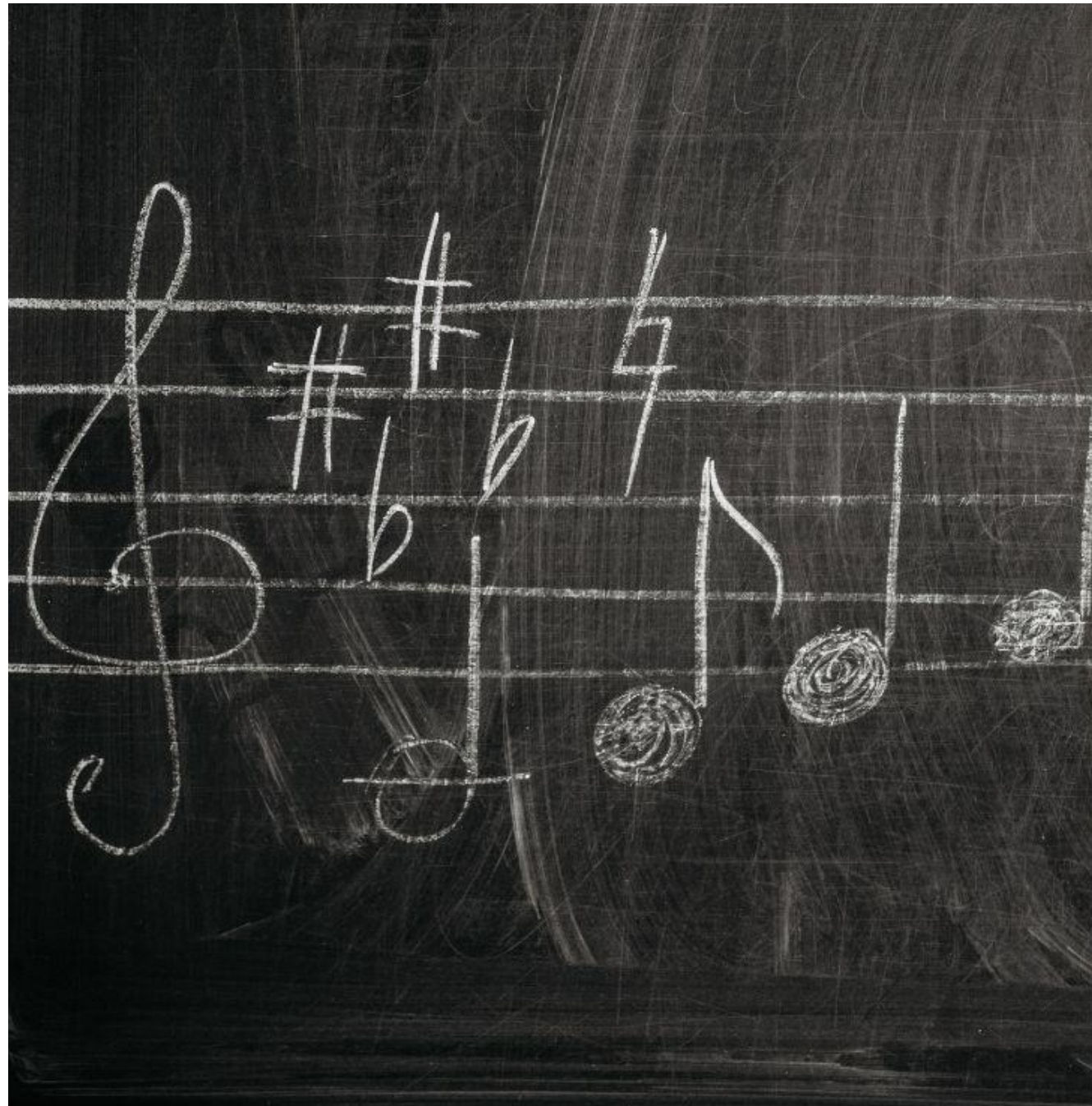
RESPECTING BUDGET CONSTRAINTS

When making budget decisions, DPAC encourages the district to:

- Minimize the impact of any cuts to student services, especially those supporting vulnerable learners
- Prioritize new funding for student wellbeing and long-term resilience in district operations and facilities



ENHANCING STUDENT EXPERIENCES



STRATEGIC PLAN - FOCUS AREA 1

1. Increased SLP, OT FTE
2. Dedicated training for supporting students with dyslexia
3. Technology to support instruction for ELL students
4. Investment in music, performing and fine arts materials and opportunities
5. Increased technology availability for online learners during in-person instruction hours

SYSTEMS OF CARE AND SUPPORT

STRATEGIC PLAN - FOCUS AREA 2

1. Maintain or improve existing FTE ratios for core student support staff:
 - Education Assistants (EAs)
 - Academic counsellors
 - Speech Language Pathologists
 - English Language Learner teachers
 - Mental health and wellness counsellors
2. Ongoing funding for district level anti-racism and inclusion activities (\$2500/year)



ORGANIZATIONAL CAPACITY

STRATEGIC PLAN - FOCUS AREA 3

1. Prioritize use of the Annual Facilities Grant in heat and air quality resilience (cooling systems, air filtration improvements, and shade from trees)
2. Improve accessibility and modernization of playgrounds and outdoor spaces
3. Support student safety by prioritizing Walking School Bus routes (QEE, Qayqayt, and Herbert Spencer) and additional crossing guards at high conflict areas



SUMMARY OF KEY DPAC BUDGET PRIORITIES

FOR SD40 BUDGET PLANNING 2026-2027

1. Protect core student support staffing(EAs, counsellors, SLPs, ELL teachers)
2. Strengthen inclusive learning supports(dyslexia training, ELL tools)
3. Support student wellbeing and guidance(secondary academic counselling, accessible play spaces)
4. Invest in climate-resilient facilities(cooling, indoor air quality, shade, safe active transportation)

DPAC SOAPBOX

Chronic underfunding continues to strain public education in BC.

Reliance on advocacy to increase per student funding and capital grants, is unsustainable



Thank You



New Westminster Schools – Est. 1950

CUPE 409 budget priorities:
2026/2027 School Year

CUPE 409 represents approximately 550 dedicated support workers who play a vital role in supporting students in New Westminster schools.

As President of the union, I would like to thank you for the opportunity to contribute to this year's budget consultation process. We appreciate the chance to share perspectives and recommendations that we believe will help enhance the services and supports students rely on every day.



1) Increased hours for Child and Youth Care Workers (CYCW)

- Child and Youth Care Workers currently work 30 hours per week for 10 months of the year. This limited schedule can restrict their ability to connect with parents and to plan and deliver inclusive programs that build strong, supportive relationships with students who require additional care and guidance. Expanding their available time would allow for greater collaboration with families and school staff, as well as more consistent support for students.
- *The union is recommending an increase of 5 hours per week and an extension of the position from 10 months to 11 months annually in order to strengthen these supports.*

2) Custodial Workloads

- CUPE 409 recognizes the significant growth in student enrollment across New Westminster Schools and the resulting increase in demands placed on our custodial staff. As school populations expand and additional classroom spaces are added, custodians are responsible for maintaining larger and busier facilities than ever before. Despite these growing expectations, custodial staffing levels have not kept pace with the increased workload.
- *The Union is recommending the implementation of daytime custodians and increased staffing at sites that have experienced significant growth in student populations and classroom spaces.*

3) Increased hours for Education Assistants

- Additional time would allow for improved preparation at the start of the day, increased supervision on school grounds to help ensure student safety during arrival and departure, and the ability to provide additional support to students beyond regular school hours.
- *The Union is recommending 20 additional minutes per day for Education Assistants at the elementary school level.*

4) Education Assistant – Lead Hand

- The recent implementation of the Educational Assistant (EA) Lead Hand position at NWSS has proven to be a successful and valuable support within the school. This role has helped strengthen coordination, communication, and support among Educational Assistants and school staff. The union strongly supports the continuation of this position at NWSS and believes there would be significant benefit in expanding this role to other schools across the district.
- *The Union is recommending continuation of this position at NWSS and expanding this role to all schools in our District.*

5) Restoration of the Inclusive Education Life Skills Program at NWSS

- CUPE 409 urges the restoration of the Life Skills program at NWSS, ensuring it has adequate space and the necessary resources to operate effectively. The program must be fully equipped with essential items, including a stove/oven, fridge, dishwasher, washer/dryer, and sink, to provide students with hands-on learning opportunities. Restoring the program will allow it to deliver consistent and effective instruction, enabling students to develop essential skills that will support their independence and success throughout adulthood.
- *The Union is recommending the restoration of the Life Skills Program at NWSS.*

6) Restoration of critical student supports

- CUPE 409 respectfully requests the reinstatement of the Behaviour Interventionist position, along with the addition of a Licensed School Psychologist, to ensure students in New Westminster schools have timely access to specialized support. These roles are critical for addressing complex behavioural and mental health needs, promoting positive learning environments, and supporting the overall well-being and success of all students.
- *The Union is recommending the re-instatement of the Behavior Interventionist position as well as an additional Licenced School Psychologist.*

7) Extra Clerical support at NWSS

- CUPE 409 requests more clerical support in the main office at New Westminster Secondary School. Current staffing insufficient to meet the growing demands of the school.
- In addition, the New Westminster Continuing Education Program (which also is housed in the NWSS main office) only has one clerical support position, who currently supports over 1,500 students.
- Additional clerical support is essential to ensure that both NWSS and the New Westminster Continuing Education Program can operate efficiently, provide timely assistance to students and staff, and maintain smooth day-to-day school operations.
- *The Union is recommending creating a priority clerical support position in order to support staff in the school offices.*

8) TIS Department vehicle request

- CUPE 409 requests that the TIS department be provided with access to a district vehicle. Having a dedicated district vehicle for this department is an essential tool for the department to perform its duties efficiently and safely.
- *The Union is recommending access to a District provided vehicle that the TIS Department can use on a daily basis.*

Benefits of these asks:

- Supports student and staff health and safety
- Addresses increased workloads and prevention of staff burnout and stress
- Supports recruitment and retention by creating more manageable working conditions.
- Increased Family connections by creating more opportunities for staff to connect with parents and link families to supports.
- Ensures consistent maintenance and upkeep, even with increased facility usage and school or community events.

Thank you!

CUPE 409 appreciates the opportunity to speak today and share our perspective on the supports that are essential for both students and staff in New Westminster schools.

We thank you for allowing us to highlight these key considerations, which we believe are critical to informing the planning and allocation of resources for the upcoming school year's budget.



Supplement to: REGULAR OPEN SCHOOL BOARD MEETING

Date: March 10, 2026

Submitted by: Mark Davidson, Superintendent

Item: **Requiring Action** Yes No **For Information**

Subject: Police Partnership Program

Background

The District has worked with partners at the New Westminister Police Department to develop a proposed new framework for the Police Partnership Program (PPP). This work includes the development of proposed Policy 28, two associated Administrative Procedures, and a draft Memorandum of Understanding (MOU).

The proposed policy establishes the governance framework and expectations for the program. The Administrative Procedures would provide operational direction for staff, while the MOU would outline the collaborative working relationship between the District and the New Westminister Police Department within the parameters established by Board Policy and applicable legislation.

The proposed framework does not envision a return to the previous model in which police officers were assigned to schools, nor does it contemplate an arrangement in which police officers would routinely enter schools as part of their regular patrol duties or daily responsibilities.

Rather, the proposed framework describes the development of a different type of partnership. Under this model, a designated unit within the New Westminister Police Department would work collaboratively with the District to provide preventative, educational, and supportive services to schools when invited by District staff.

In developing the proposed framework, staff have considered current research and guidance related to school-based police programs, including work undertaken by the BC Human Rights Commissioner, as well as the District’s commitments to reconciliation, equity, inclusion, and student well-being.

Discussion / Considerations

The proposed policy establishes the governance direction for the Police Partnership Program and clarifies the District's expectations regarding the nature and scope of the partnership with the New Westminster Police Department.

The framework is intended to support preventative and educational approaches to student safety while ensuring that responsibility for student conduct and school discipline remains with school administrators and staff.

Strategic Plan Alignment

The proposed Police Partnership Program framework supports priorities identified in the New Westminster Schools Strategic Plan 2025, including the District's commitment to safe, caring, and inclusive learning environments and to fostering belonging and well-being among students.

Next Steps (If the Policy Is Approved)

If the Board approves Policy 28, staff will undertake targeted engagement to inform the final development of the associated Administrative Procedures and the Memorandum of Understanding.

Focus group conversations will be held with members of groups protected under the BC Human Rights Code, including staff and parents or caregivers within the District community who have relevant lived experience. Students will participate in a parallel engagement process designed specifically for middle and secondary students.

These engagement activities will be conducted in accordance with the principles of the International Association for Public Participation (IAP2). Where practical, feedback gathered through these focus groups and student conversations will inform revisions to the Administrative Procedures and the draft MOU prior to their finalization.

Communications Considerations

The development of a new Police Partnership Program may generate questions within the community regarding the role of police in schools. It will therefore be important to communicate clearly that the proposed framework does not represent a return to the former School Liaison Officer model.

The proposed approach does not involve assigning police officers to schools or establishing routine police presence within school buildings. Instead, it describes a collaborative, invitation-based partnership in which a designated police unit works with District staff to provide preventative education, guidance, and support services when requested by schools.



Recommendation

THAT the Board of Education of School District No. 40 (New Westminister):

1. Approve Policy 28: Police Partnership Program; and
2. Direct the Superintendent to engage with students, staff, and families of marginalized communities impacted by policing in schools, as referenced by the B.C. Human Rights Commissioner's November 2022 letter, and present final drafts of the Administrative Procedures and MoU at the April 28 board meeting.

Policy 28

POLICE PARTNERSHIP PROGRAM (PPP)

RATIONALE

The Board of Education of School District No. 40 (New Westminster) recognizes the importance of safe, caring, welcoming, and inclusive schools where all students feel a sense of belonging, dignity, and support. Police involvement in public education has historically been associated with both a sense of safety and concerns about disproportionate impacts, particularly for Indigenous, Black and other racialized students, students with disabilities, and 2SLGBTQI+ youth.

The Board further recognizes that the B.C. Human Rights Commissioner has identified human rights concerns related to traditional School Liaison Officer (SLO) programs, including potential negative effects on student well-being, belonging, and equitable treatment. The Commissioner has advised that any school-police partnership should center human rights, anti-racism, culturally responsive practice, reconciliation, trauma-informed approaches, and meaningful community engagement.

The Board believes that a structured, clearly defined, preventative, and relationship-focused police partnership can contribute to school safety and student well-being when aligned with human rights principles and when embedded within a broader system of civilian supports, restorative practices, and inclusive education.

POLICY

1. General Commitment

- 1.1. The Board supports a Police Partnership Program (PPP) between the New Westminster School District (NWSD) and the New Westminster Police Department (NWPD) that is grounded in human rights, equity, anti-racism, reconciliation, trauma-informed practice, and continuous improvement.
- 1.2. The PPP shall function in accordance with a formal Memorandum of Understanding (MOU) that clearly defines roles, responsibilities, boundaries, protocols, and evaluation expectations.
- 1.3. The PPP shall operate in a manner that supports safe, caring, and inclusive schools for all students, staff, and community consistent with this policy and related administrative procedures.

2. Human Rights and Equity

- 2.1. The PPP shall be implemented in alignment with the B.C. Human Rights Code and the guidance of the B.C. Human Rights Commissioner, with specific attention to potential impacts on Indigenous, Black and other racialized students, students with disabilities, and 2SLGBTQI+ youth.
- 2.2. The district shall ensure ongoing attention to equity, disproportionate impacts, and belonging through data-informed evaluation and community engagement.

3. Defined and Limited Police Role

- 3.1. Partner Officers (POs) shall focus on prevention, education, relationship-building, and support for victims of crime and shall not serve as extensions of school discipline practices.
- 3.2. 3.2 School administrators and staff retain responsibility for student conduct, discipline, and learning, as set out in the School Act and District Codes of Conduct.

4. Reconciliation and Indigenous Engagement

- 4.1. The Partner Officer and District Administrator for Safe and Caring Schools shall meet annually with the Indigenous Education Council, Qayqayt First Nation, and other, local Indigenous partners to discuss the PPP and related initiatives.

5. Transparency, Accountability, and Evaluation

- 5.1. The Board requires regular reporting, including disaggregated data where lawful and appropriate, public reporting on program impacts, and structured evaluation processes.
- 5.2. The PPP shall include mechanisms for community voice, including student, family, and agency partner contributions through a Partnership Advisory Committee.

6. Complementarity of Supports

- 6.1. Police involvement under the PPP shall complement, not replace, the work of educators, counsellors, youth workers, mental health professionals, and community agencies.

Reference: School Act (BC), BC Human Rights Code, Freedom of Information and Protection of Privacy Act (FIPPA), Youth Criminal Justice Act (YCJA), Criminal Code of Canada, BC Police Act

Related AP's: AP 82, AP 104, AP 117, AP 345, AP 352, AP 353

SD No. 40 (New Westminster)

Adopted:

Revised:



Supplement to: OPEN SCHOOL BOARD MEETING

Date: March 10, 2026

Submitted by: Bettina Ketcham, Secretary-Treasurer

Item: **Requiring Action** Yes No **For Information**

Subject: 2026-27 Budget Survey Results

Backgrounder:

On February 16, 2026 the District released its budget survey for the 2026-27 school year. Over 11 days, we received 590 responses.

See attached to this memo the survey results which will be covered at the regular open meeting. Trustees have been provided with a copy of all comments for their consumption as we navigate the 2026-27 budget decisions. However, the following is a summary of themes emerging from the comments submitted:

Survey comments key points

1. Staffing and classroom support

Survey respondents believe current staffing levels are insufficient to handle complex classroom needs and there is a general call for more EA, youth care worker and non-enrolling staff including speech-language pathologists and occupational therapists, mental health counselors (specifically highlighting the high student), ELL and LST teachers.

2. Infrastructure and capacity

- **New facilities:** Urgent calls for a second high school, a new middle school, and a secondary school specifically for the Queensborough area.
- **Climate control:** The need for air conditioning and cooling systems in newer builds like Skwo:wech and in portables.
- **Maintenance:** A push for to audit underutilized space to find low-cost capacity solutions.

3. Technology and BYOD

- **Equity:** Concern for Bring Your Own Device (BYOD) strategy being inequitable for families facing economic hardships.



- **Hardware quality:** Need to refreshed hardware devices.
- **Standardization:** Call for uniform devices to deliver effective digital literacy instruction, particularly at the elementary level.

4. Queensborough bus

Some respondents urging the district to maintain this service.

5. Specialised programming

- **Gifted/Challenge programs:** Gifted designation students currently have no dedicated programming.
- **Alternate education:** Strong advocacy for protecting the funding of alternate programs that serve vulnerable students.
- **Indigenous Education:** Requests for dedicated budgets for Truth and Reconciliation committees and Indigenous cultural workers.

6. Prioritization of classroom funding

- Ensuring funds are directly supporting students in the classroom and not funding district or management positions.
- Frustration expressed by some staff that feel they must pay for basic classroom supplies out of pocket.

For ease, the following represent the questions that were posed to the community regarding the budget.

1. Which best describes your relationship with New Westminster Schools
 - a. I am currently a New Westminster Schools student.
 - b. I am a parent/guardian/caregiver of a New Westminster Schools student.
 - c. I am a district staff member.
 - d. I am a SD 40 community partner.
 - e. I am a member of the general public.
 - f. Other
2. Please identify which school(s) you feel best connected with:
 - a. Elementary
 - b. Middle
 - c. New Westminster Secondary
 - d. An alternate education program



- e. A district-run program (Home Learners, Montessori, early or late French immersion)
- f. A district support site
- g. Community member
- h. Other

3. Learning Priorities

We value your feedback on what areas we should prioritize to enhance our students' learning experience. Your feedback will help us allocate resources effectively.

Please select the top three (3) options that best represent what you believe should be learning priorities:

- a. Ensure instruction, assessment, and reporting practices align with the curriculum and meet the diverse needs of students.
- b. Ensure continued improvement in the delivery of educational services (e.g. Individual Education Plan) to students with disabilities and diverse abilities.
- c. Support effective and responsible use of technology tools to enhance teaching and learning.
- d. Develop and support childcare initiatives.
- e. Improve literacy learning outcomes.
- f. Improve numeracy learning outcomes.
- g. Improve social emotional learning.
- h. Improve mental health literacy.
- i. Improving transition (kindergarten/middle school/secondary school).
- j. Other

4. Opportunities in Schools

New Westminster Schools remains committed to reducing barriers in our educational community by emphasizing equity through inclusion in our decision-making processes. These approaches may include funding certain initiatives such as learning support services, Indigenous education, and English Language Learner programs.

Below are other areas of priority that receive regular funding in the operating budget. Please select the top three (3) program options that best represent what you believe should be funding priorities, if budget permits.

- a. Counselling and mental health support for students.
- b. Food programs and essential support for students.
- c. Athletic and related programs.
- d. Arts and related programs.
- e. Technology and access to devices.
- f. Programs of Choice (e.g. French Immersion, Montessori, etc.).
- g. Other



5. Supporting Growth

As the fastest growing district in the metro Vancouver region, our district is currently experiencing significant capacity pressures brought on by a growing student population and a lack space at our existing schools.

Late in 2025, the district was pleased to receive confirmation of funding for a much-needed elementary school in the Fraser River Zone. Until this school (and others) are opened to alleviate capacity challenges, we have taken short-term traditional and non-traditional steps to address our capacity needs. One such measure implemented this year is a new five-block timetable at New Westminister Secondary School.

In 2026-27, the district made the choice to relocate a program of choice to an area where capacity existed which was also a recommendation in a program of choice review completed in 2022. In addition, the district has also offered Grade 6 students at some of our elementary schools, which have space, a voluntary placement to relieve pressure off our middle schools. We're continuously looking for non-traditional ways to support growth that have smaller impacts on our budget.

Please select the option that best represents your level of support for short-term solutions to address our district's growth challenges. Select all that apply.

- a. I support more innovative solutions such as those listed above.
- b. I support purchasing more portables (\$150,000 each plus site prep costs) to create more space (district budget and space permitting).
- c. Other

6. Operational Priorities

As we plan the district budget for the coming year, we also must recognize the resources that support classroom learning environments. We want your input on what areas we should prioritize. Your feedback will help us allocate resources to our non-instructional departments effectively to meet the needs of our students, staff, and community.

Please select the top three (3) options that best represent what you believe should be priorities:

- a. Improving our facilities (e.g. classroom furniture, building upgrades and improvement).
- b. Improving staff recruitment and retention strategies.
- c. Improving communication with staff and the community at the school and level.
- d. Improving IT infrastructure.
- e. Other



7. Board Advocacy

It is important for New Westminister Board of Education to understand your priorities. The board's 2024 Advocacy Action Plan focused its advocacy efforts at senior government levels by identifying goals it wished to achieve. These goals are:

1. Raise awareness of the need to increase basic per student funding from the Province of BC to adequate levels, to be able to meet the full range of student needs.
2. Expedite approval of capital funding to fulfill our long-range facilities plan and manage exploding enrollment and the district's capacity crisis.
3. Secure capital funding needed to begin equipping schools for the demands of extreme weather and climate resilience, starting with cooling infrastructure.
4. Increased funding from the Province of BC to meet needs of diverse and ELL students.
5. Increase access to adequate mental health, wellness, and safety supports for students, including staff training, support from provincial ministries and the health region.
6. Expand access to child care for district families.
7. Other

Please select up to four (4) goals that are best aligned to your priorities.

Responses Overview Closed

Responses

590



Average Time

10:28

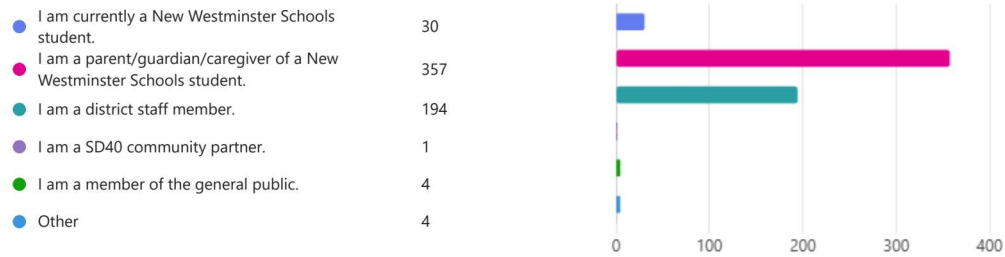


Duration

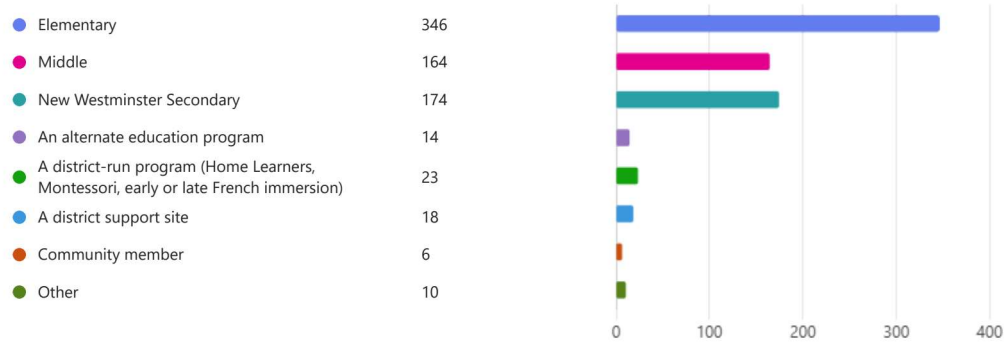
11 Days



1. Which best describes your relationship with New Westminster Schools



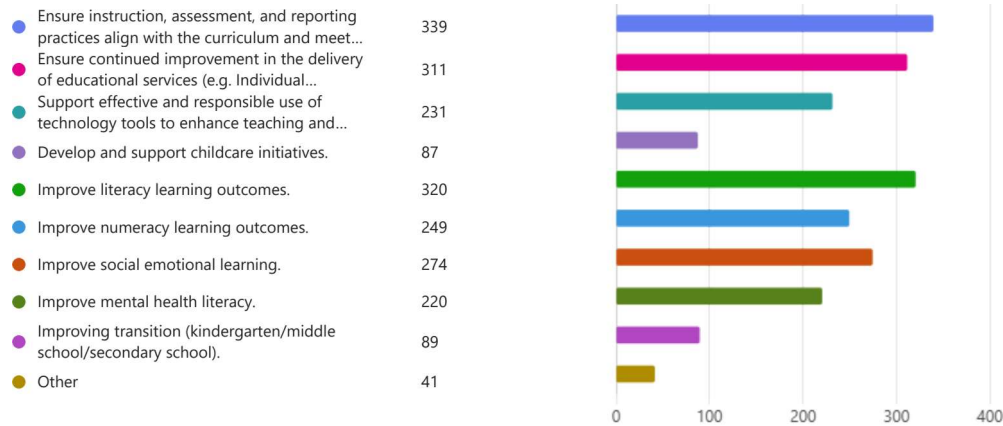
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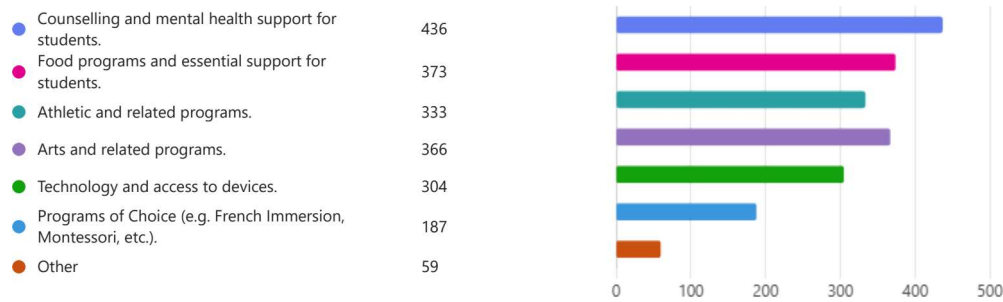
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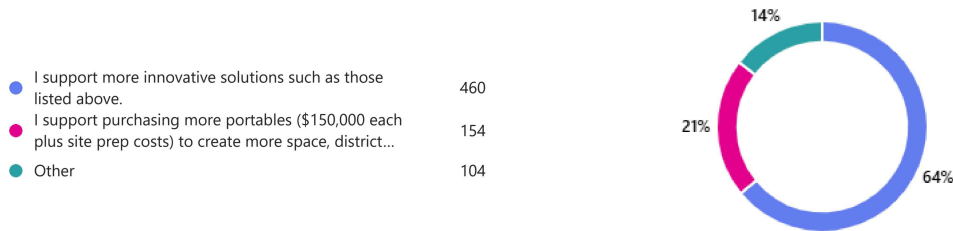
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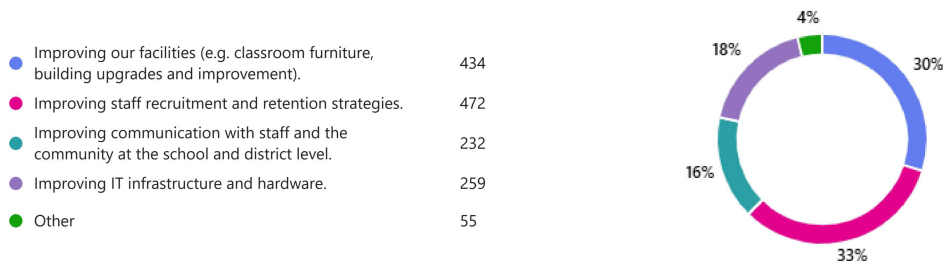
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Please select up to three (3) options that best represent what you believe should be priorities:

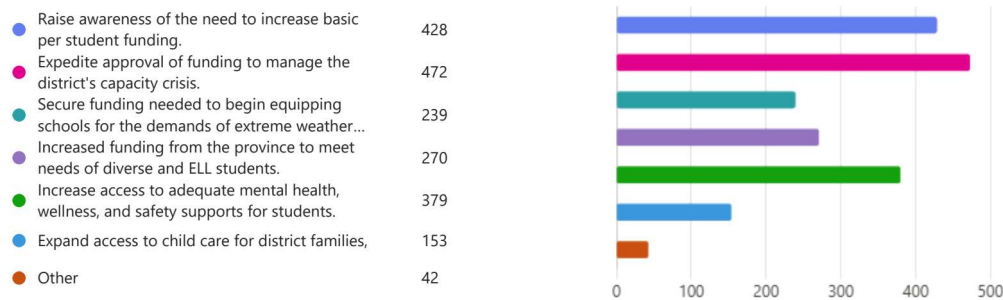


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4. Increased funding from the Province of BC to meet needs of diverse and ELL students.
5. Increase access to adequate mental health, wellness, and safety supports for students, including staff training, support from provincial ministries and the health region.
6. Expand access to child care for district families,

Please select up to four (4) goals that are best aligned to your priorities.



8. If/when funding permits, what other areas not mentioned in this survey do you believe are important to support?

263

Responses

Latest Responses

"To have more programs and field trips for the kids as well."

...

109 respondents (41%) answered school for this question.





Supplement to: **REGULAR OPEN BOARD MEETING**

Date: Tuesday, March 10, 2026

Submitted by: Geraldine Lawlor, Associate Superintendent

Item: **Requiring Action** Yes No **For Information**

Subject: 2025-2026 School Calendar Feedback Summary

Background:

We received nine responses to the calendar feedback request, and while the number was small, the feedback was thoughtful, consistent and constructive. Respondents expressed strong appreciation for having the opportunity to provide input and for the district’s efforts to align the calendar with neighbouring districts. Key positive themes included the value of regional alignment, support for NI days attached to holidays to reduce midweek interruptions, and interest in a more user-friendly calendar that includes key school events. Suggestions focused on clustering NI days around holidays, reducing early dismissals and fragmented weeks, and considering an earlier September start. Some respondents proposed specific date adjustments, though district collaboration across Metro districts, provincial requirements and collective agreement provisions shape those decisions. Additional feedback included reviewing the role of Secondary “Incomplete Days,” clarifying the purpose of elementary collaboration days, and improving family-facing calendars by including more operational detail, with the reminder that school-specific events are shared at the school level.

Recommendation

THAT the Board of Education of School District No. 40 (New Westminister) approve the 2026-27 District Calendar as presented.

DRAFT

2026-2027 School Calendar - DRAFT

| August 2026 | | | | | | | 1 |
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| September 2026 | | | | | | | 2 |
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| October 2026 | | | | | | | 3 |
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| November 2026 | | | | | | | 4 |
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| December 2026 | | | | | | | 5 |
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| January 2027 | | | | | | | 6 |
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| February 2027 | | | | | | | 7 |
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| March 2027 | | | | | | | 8 |
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| April 2027 | | | | | | | 9 |
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| May 2027 | | | | | | | 10 |
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| June 2027 | | | | | | | 11 |
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| July 2027 | | | | | | | 12 |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | |

2026-2027 School Calendar KEY

| | |
|---|--|
|  | Statutory Holiday |
|  | Opening Partial Day |
|  | Non-Instructional Day (NI Day) – Staff |
|  | Administrative Day |
|  | School Vacation |
|  | Days of Instruction |
|  | Summer Vacation |
| 2026 | |
| September 07 | Labour Day |
| September 08 | Opening Partial Day |
| September 25 | Professional Development Day |
| September 30 | National Day of Truth & Reconciliation |
| October 12 | Thanksgiving Day |
| October 23 | Professional Development Day (Prov) |
| November 11 | Remembrance Day |
| November 23 | Professional Development Day |
| December 21 - January 01 | Winter Break |
| 2027 | |
| January 04 | Schools reopen |
| February 12 | Professional Development Day |
| February 15 | Family Day |
| March 12 | Day in lieu of Good Friday |
| March 15 - 29 | Spring Break |
| March 26 | Good Friday |
| March 29 | Easter Monday |
| April 26 | Professional Development Day |
| May 21 | Professional Development Day |
| May 24 | Victoria Day |
| June 29 | Last day for students |
| June 30 | Administrative Day |

Supplement to: **BOARD OF EDUCATION MEETING (OPEN)**

Date: March 10, 2026

Submitted by: Jane Boutilier, Associate Director of Human Resources




Item: **Requiring Action** Yes No **For Information**

Subject: Human Resources Update – Absence Replacement

1. ABSENCE REPLACEMENT

| January 2026 | Total absence days in month | Total absence days replaced in month | Total absence days not replaced by TTOC/Casual | January 2025 | |
|---------------------------|-----------------------------|--------------------------------------|--|--------------|------------|
| | | | | Abs. | Repl. |
| A. Enrolling Teaching | 659 8% | 497 75% | 162 25% | 474 5% | 318 67% |
| B. Non-Enrolling Teaching | 193 13% | 128 66% | 65 34% | 134 5% | 33 25% |
| C. Education Asst. | 671 16% | 397 59% | 274 41% | 500 11% | 218 44% |

| December 2025 | Total absence days in month | Total absence days replaced in month | Total absence days not replaced by TTOC/Casual | December 2024 | |
|---------------------------|-----------------------------|--------------------------------------|--|---------------|-------------|
| | | | | Abs. | Repl. |
| A. Enrolling Teaching | 492 8% | 325 66% | 167 34% | 400 7% | 250 65% |
| B. Non-Enrolling Teaching | 119 10% | 54 45% | 65 55% | 97.5 5% | 29.5 30% |
| C. Education Asst. | 452 14% | 288 64% | 138 31% | 342 10% | 124 36% |

| | |
|----------|---|
| Improved |  |
| Worse |  |
| Same |  |

Capital Projects

1. Queen Elizabeth addition is progressing well. The roof is mostly complete and work continues on the exterior cladding. The interior partitions and walls are progressing well, along with the first phases of mechanical and electrical installations.
2. NWSS Memorial Park: the landscape contractor is making good progress with most of the softscape material in place. Work is now beginning on the central memorial entrance area with the foundation for the plaque as well as the various pathways that transverse the site.
3. New Simcoe Elementary School: We have just completed the stakeholder engagement activity which finalizes the Design Development phase. The final design packages are being reviewed by City and Ministry Staff. We will begin the public procurement process to secure the general contractor in the coming months.

Facilities

1. Lord Tweedsmuir Consolidated High Voltage Electrical Upgrade (SEP Funding) - **Project complete**
 - Transformer installed and energized; school now operating on one consolidated electrical feed
 - Electrical capacity significantly increased for future additions (heat pumps, EV chargers, expansion)
2. Herbert Spencer Heat Pump Addition (CNCP Funding)
 - All major piping, equipment, structural roof work, and rooftop heat pump installation completed
 - Final connections and commissioning underway, **projected completion: April 2026**
3. New Westminster Cooling Project – 2nd & 3rd Floors (SEP Funding)
 - Project fully closed out and all deficiencies resolved; **100% complete**
4. Annual Lead in Water Testing Report **due Feb 28th**
 - Testing follows the district cycle of one-third of schools annually
 - All drinking fixtures used by staff or students included
5. Carbon Neutral Government Reporting
 - 2025 consumption data (paper, electricity, gas/fleet) **due April 30th**
 - 2025 Climate Change Accountability Report **due May 31st**
 - Carbon offsets invoice **due June 30th**
6. Inclement Weather Preparedness
 - Mild winter, but staff maintained readiness with equipment and supplies
 - Minor pathway/sidewalk salting was required
7. Spring Break Work Planning
 - Deep cleaning in schools and exterior window washing by custodial teams
 - Ongoing preventive maintenance planned while schools are unoccupied

Finance

1. Work is underway on the 2026–27 preliminary budget with internal consultations commencing.
2. The payroll team worked through processes to close the 2025 calendar year.
3. In January, the Secretary Treasurer and Assistant Secretary Treasurer completed meetings with school administration to discuss budgets to date and other relevant matters.

Technology

1. All school sites and the board office have been transitioned to the new phone system except for Lord Tweedsmuir. This one is scheduled for completion on the 11th of March. Once this is done the project migration project will be complete.

There are some functions that work a bit differently from the legacy phone system, and some features had to be developed to match the user experience.

Overall TIS has received positive user feedback from end users.

This is/was a *heavy lift* project requiring a lot of backend planning prior to and during implementation.

2. A project in parallel, TIS has been transitioning user cell phone devices from legacy Telus network to Rogers. This decision was based on the fact that in school campuses and the board office, generally Rogers has tested to provide better connectivity.

Additionally, this will provide a more cost effective solution because the cost of service is low, however there is upfront cost of hardware purchase.

3. Once the Lord Tweedsmuir school site has been transitioned to the new phone network, TIS will start introducing Multi Factor Authentication (MFA) for general staff. This is a generally used modern authentication method that provides better user account security. We plan to have this project completed and rolled out to all staff prior to the end of school year.

Ministry & Other Submissions: January/February/March 2026

| Submitted to: | Description | Date |
|---|---|-------------------|
| BC Public School Employers' Association | Employment Data and Analysis (EDAS) Reporting | January 30, 2026 |
| Ministry of Education and Child Care | Enrolment estimates for the 2026–27, 2027–28 and 2028–29 school years | February 13, 2026 |
| Ministry of Education and Child Care | Student Data Collection (1701) – February | February 13, 2026 |
| Ministry of Education and Child Care | 2025–26 Amended Annual Budget | February 27, 2026 |
| Ministry of Education and Child Care | Testing Lead Content in Drinking Water | February 28, 2026 |

**SCHOOL DISTRICT NO. 40 (NEW WESTMINSTER)
RECORD OF FEBRUARY 24, 2026, IN-CAMERA
MEETING**

ADOPTION OF AGENDA

- 5:00 p.m.

MINUTES FOR APPROVAL

- In-Camera Board Meeting held on January 27, 2025.
- In-Camera Committee of the Whole held February 10, 2026.

BUSINESS ARISING FROM THE MINUTES

- Nil

REPORTS FROM SENIOR MANAGEMENT

- Legal
- Contract
- Administration

OTHER BUSINESS

- Nil

ITEMS TO BE REPORTED OUT AT OPEN MEETING

- Nil

NOTICE OF MEETINGS

In-Camera Board Meeting - Tuesday March 10, 2026 - 5:00 p.m.

ADJOURNMENT

- In-Camera Board meeting adjourned at 5:57 p.m.

Chair

Secretary-Treasurer